

# MRS. SPIELMANN'S 2ND GRADE

## Lesson Plans for Week of Jan. 13-17, 2014

	DOL, Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	oral & silent reading: <b>Music is About Sounds; Playing in an Orchestra</b>
N	<b>Spelling: vowel diphthong oi, oy</b>		
D	<b>Challenge words in dict. Sentence</b>		Students will review information on KWL; finish a story map;
A	<b>Phonics Charts-# 33-34 titled:</b>		Genre study & Guided Rdg. Group
Y	<b>Here Comes the Band; Benita Beane</b>		<b>Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing</b>
	<b>Flash Card Drill of Sight Words</b>		<b>CAFE components</b>
	<b>Daily Oral Language</b>		
	<b>Character Education Word:</b>		
	<b>Honesty</b>		
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>Music is for Everyone; Hunting with my Camera</b>
E	<b>Spelling:vowel diphthong oi, oy</b>		Story Plot, major and minor
S	<b>Challenge words in dict. Sentence</b>		characters; settings, sequence
D	<b>Phonics Chart - #33-34 Titled:</b>		events, predict author's message
A	<b>Here Comes the Band; Benita Beane</b>		<b>Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing; CAFE Comp.</b>
Y	<b>Flash Card Drill of Sight Words</b>		
	<b>Character Education word:</b>		
	<b>Honesty</b>		
W	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
E	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.
D	Attendance, Daily Oral Lang.	9:20-9:50 -Art	<b>Music is About Sounds</b>
N	<b>Spelling: vowel diphthong oi, oy</b>		Events, predict author's message
E	<b>Challenge words in dict. Sentence</b>		the narrative & intended audience
S	<b>Phonics Chart -# 33-34 titled:</b>		Describe how setting is
D	<b>Here Comes the Band; Benita Beane</b>		conveyed & similarities. <b>Daily 5: Read to Self; Read to Someone, Listen to Reading, Word Works, Work on Writing; CAFE Components</b>
A	<b>Flash Card Drill of Sight Words</b>		
Y	<b>Character Education word:</b>		
	<b>Honesty</b>		
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	<b>The Day in a Life of a Fish</b>
U	<b>Spelling: vowel diphthong oi, oy</b>		Write about how to compare
R	<b>Challenge words in dict. Sentence</b>		this story to another story. Discuss
S	<b>Phonics Chart #33-34 Titled:</b>		the author's message of the story.
D	<b>Here Comes the Band; Benita Beane</b>		<b>Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>CAFE components</b>
Y	<b>Character Education word:</b>		
	<b>Honesty</b>		
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - P.E.	<b>Joshua and Sunrise</b>
R	<b>Spelling: vowel diphthong oi, oy</b>		Discuss author's message. Word
I	<b>Challenge words in dict. Sentence</b>		wall activities; speaking in

D	Phonics Chart #33-34 Titled:		complete, coherent sentences.
A	Here Comes the Band; Benita Beane		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Honesty		CAFE components
		<b>CURRICULUM OBJECTIVES:</b>	
	Math Objective: Students will learn how	to count various coins and amounts of money.	
	Shared Reading Objective:	: Use appropriate listening skills, as well as identify complex and irregularly	
	Spelling Objectives -	vowel diphthongs oi and oy	
	Oral Language Objective: Practice Speaking and listening skills.		
	Science Objective: Students will understand	how animals live in the Woodland Forest	
	SuccessMaker Objective: Use targeted practice and interventions on the computer in reading and math for each student		
	Guided Reading Objective: Find author's message in a story; describe how setting is conveyed; review KWL chart		
	Explicit Oral Language Objective: Oral reading and discussion using poetry books and News Books		
	Weekly Reader Objective: students	will be learning about Martin Luther King, Jr. and why we celebrate	
	Social Studies - Students will learn about	about how to read a map and find locations on a map.	
		<b>STATE STANDARDS:</b>	
	Reading Standards: Indicator 1-	Students can recognize & analyze words; Indicator 2: Students can comprehend	
	Writing Standards: Indicator 1:	Students can apply the writing process to compose text.	
	Listening and Viewing Standards: Indicator 1:	Students are able to use various listening & viewing strategies in social studies	
	Math Standards: Indicator 1:	Use procedures to transform algebraic expressions.	
	Science Standards: Indicator 1:	Understand the nature and origin of scientific knowledge.	
	Social Studies Standards: Indicator 1:	Analyze U.S. historical eras to determine connections & cause/effect relationships	
	Technology Standards: Indicator 1:	Students recognize & demonstrate skills in operating technological systems.	
		<b>COMMON CORE STANDARDS:</b>	
	Language Arts:	Ask who, what, where, when, why, and how questions for understanding; discuss	
	Mathematics:	Extend understanding of base ten system; understanding models of addition and subtraction	
	Reading	Ask who, what, where, when, why, and how questions for understanding; discuss	
	Writing:	Write Opinion pieces in which they introduce the topic or book they are writing	
	Speaking and Listening:	Participate in collaborative conversations with diverse partners and 2nd grade	
	Language Arts:	Participate in collaborative conversations with diverse partners	
	Math	Make sense of problems and work on tables and graphs and daily reasoning	
	Technology Standards:	Select from several teacher-directed internet sites to locate information.	
	Social Studies Standards:	Analyze U.S. Historical eras to determine connections and cause and effect relationships	
	Science Standards	Make a timeline to indicate the life cycle of an insect. Use scientific thinking	

<b>Poetry/Ch.Ed.</b> 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<b>Recess</b> 11:35-11:50	<b>Lunch</b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b>Poetry/Ch.Ed.</b> 11:30-11:35  Character Education activities on using Respect and being respect. Read Aloud Poems	<b>Recess</b> 11:35-11:50	<b>Lunch</b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level.
<b>Poetry/Ch.Ed.</b> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<b>Recess</b> 11:35-11:50	<b>Lunch</b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b>Character Ed.</b> 11:30-11:35  Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg.	<b>Recess</b> 11:35-11:50	<b>Lunch</b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b>Character Ed.</b> 11:00-11:15 Explicit Oral Language on various	<b>Recess</b> 11:35-11:50	<b>Lunch</b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15  Self-paced interactive courseware in

current				content areas of reading
Character Ed.				and math in the computer
Read Aloud				lab. at each students' individual
Poems with				level.
Skill Building				
spelled words.				
idents level.				
&; characters & plot				
and familiar texts.				
cial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels				
tinguish long and short vowels				
ng about				
le topics				
on language arts topics				
relationships				
skills of observing.				

<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Pg.205-206. Students will be learning about various ways to count money.  Practice Enrich.12.1.5students will solve problems from words <b>Problem of the Day.</b> <b>Mad Minute Tests; CGI Problems</b> <b>Flash card drill of add. Facts</b> <b>Students will use algebra concepts to solve equations.</b>	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Oral reading and discuss. of explicit  oral language using poetry books. Moral instructions	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Creative Writiing</u></b> <b><u>2:15-2:30</u></b>  Students will be composing  various stories to enhance the importance of learning various writing skills.	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will  learning about story on line stories.
<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Pg.207-208. Student will be working with counting money Practice Enrichment:Promethean 12.2 for reteach and practice. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.</b>	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Students will read and understand various forms of poetry.	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Creative Writiing</u></b> <b><u>2:15-2:30</u></b>  Students will be composing various stories to enhance the importance of learning various <b>writing skills.</b>	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will work on reading to someone
<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Pg.209-210 Students will be learning about counting money 12.3 for reteach with practice. and problem solving. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems</b>	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Oral reading and discuss. of explicit oral language using poetry books.	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Shared Rdg./Spell.</u></b> <b><u>Rhyme Charts/RTI</u></b> <b><u>2:30-3:00</u></b> Involved sharing of <b>spelling &amp; rhyme</b> charts and books. Students will look up spelling words in dictionary.	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will be work on Story Sparkers.
<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Pg. 211-212. Students will be working with counting money problem solving & daily reasoning 12.4- Enrichment. Promethean Problem of the Day. <b>Mad Minute Tests. CGI Problems</b> <b>Flash card drill of add. facts.</b> <b>Using problem solving skills</b>	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Students will read and understand various forms of poetry.	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Shared Rdg./Spell.</u></b> <b><u>Rhyme Charts/RTI</u></b> <b><u>2:30-3:00</u></b> Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences.	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will be work on Comprehension and Fluency; iPad - take
<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Pg213-214. Students will be learning counting money. Pract. & Enrich. 12.5 Promethean	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Oral reading and discuss. of explicit	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Shared Rdg./Spell.</u></b> <b><u>Rhyme Charts/RTI</u></b> <b><u>2:30-3:00</u></b> Involved sharing of spelling & rhyme	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will be

problem solving. CGI problems	oral language		charts and books.	working with Thesaurus
Problem of the Day. Mad	using poetry		Students will play	and Dictionary Hunts.
Minute Tests. Flash card drill	books.		"Sparkle" with	
Students will be able to write			spelling words and	
value of underlined digits.			then take a test.	

<p><b><u>Science/S.Studies</u></b></p> <p><b><u>Weekly Reader/JA</u></b></p> <p><b>3:00-3:25</b></p> <p><b>Science-pg.B44-B66</b></p> <p><b>Students will be</b></p> <p><b>learning about</b></p> <p><b>fossils and Paleontologists</b></p> <p><b>and discoveries.</b></p> <p><b><u>Weekly Reader-</u></b></p> <p><b>We will be learning about</b></p> <p><b>life in the Arctic.</b></p> <p><b><u>Dismiss - 3:30</u></b></p> <p><b><u>Social Studies - Pg 66-69</u></b></p> <p><b>3:00-3:25</b></p> <p><b>Students will learn</b></p> <p><b>about transportation</b></p> <p><b>and communication.</b></p> <p><b>Students will create</b></p> <p><b>a word web about</b></p> <p><b>government ideas.</b></p> <p><b><u>Dismiss - 3:30</u></b></p> <p><b><u>Weekly Reader- 3:00-3:25</u></b></p> <p><b>Students will learn about</b></p> <p><b>what animals are</b></p> <p><b>awake after dark.</b></p> <p><b>Use Promethean Board</b></p> <p><b>for learning about</b></p> <p><b>animal habitats and</b></p> <p><b>interactive flip charts.</b></p> <p><b><u>Dismiss - 3:30</u></b></p> <p><b><u>Weekly Reader - 3:00-3:25</u></b></p> <p><b>Students will make</b></p> <p><b>posters in small groups</b></p> <p><b>depicting all kinds</b></p> <p><b>of life cycles.</b></p> <p><b>We will find various</b></p> <p><b>life cycles on the</b></p> <p><b>Promethean Board</b></p> <p><b><u>Dismiss - 3:30</u></b></p> <p><b><u>Weekly Reader-3:00-3:25</u></b></p> <p><b>Students will be learning</b></p> <p><b>about the life cycle of</b></p> <p><b>plants and various</b></p> <p><b>animals. Students will work</b></p>	
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**in groups to work together. The students will then share their findings to the class.**

**Dismiss - 3:30**

[illegible]